

Conceptual Thematic Unit Plan

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Methods – Spring 2010

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Rationale

Violence comes in many forms and styles and has a lasting effect on individuals directly as well as indirectly. The purpose of this unit for the 8th grade students is because they are approaching graduation and will begin their journey in high school. Undoubtedly the students will face trials and tribulations, which may come in the form of violence. This unit serves to prepare the students for facing violence as well as an exploration into the kinds of violence that are in the world and that they may be faced with. It is necessary for students to be exposed to the positives and negatives of life because our job as educators is to prepare them for life in a society. As we all know, life's issues are seldom ever planned and can hardly be prevented.

The Faces of Evil – A Look Into Adolescent Violence is a unit based on the novel by S.E. Hinton, *The Outsiders*. This novel was selected because it demonstrates the perfect balance of violence and forgiveness to get the point across to the students reading the novel. The unit will begin with an introduction to the novel and to violence in general. A lot of the assignments and lesson plans of the unit are set up in a way that the students can do a lot of the research and deciphering for themselves.

The major projects that are equipped with this unit plan are a Public Service Announcement and a Portfolio. The portfolio is fairly simple for the students to complete and submit, because it is based off of assignments that the students have been given throughout the course of the unit. It is just a simple matter of typing and binding all of the assignments and submitting them with the necessary edits and corrections. The Public Service Announcement (PSA), on the other hand, is an assignment that the students will do the majority of work on outside of the classroom. The students will be allowed to work in groups for this project. The

final presentation for the PSA should be a visual representation of a particular type of violence that affects the students and their community. The PSA should include not only the problem, but also a possible solution to the problem.

A major goal of mine when preparing this unit was to ensure that literature and outside media that the students could relate to was included in the overall unit. A lot of the songs are from popular artists as well as the youtube clip that is shown of the movie “Mean Girls”. I felt that it was very necessary to constantly take the opportunity to bring the focus back to the students, because overall the unit is for their benefit.

The major reading of the article was set up to be done at home, however a system of Reading Journals is to be used to ensure that the students are actually reading; and actively reading. The purpose of this was to allot more class time to do activities and assignments that were in relation to the novel, but that also branched off to explore other aspects of the overall theme of the unit. The students engage in article writing, letter writing, as well as literature circle group interaction. The syntactical focus being to get the students to a point where they are familiar with multiple styles of writing and genres that they fall under.

The main message, so to speak, that the students should take from this thematic unit, is that there will always be violence because that, like many things in life, is inevitable. However, we don't have to allow the violence and the prejudices of the world have an impact on our individuality as well as our ways of thinking. The unit encourages acceptance and diversity in a world where no two people are the same. This is ultimately what the world and education are all about.

Goals and Objectives

The main goal of this unit is for students to gain an exposure to the different types of violence prevalent within their school community as well as the world around them. The students will be able to use the novel, *The Outsiders*, as a basis for their understanding as well as other literature and media. Through the use of their final project being a public service announcement presentation, this gives the students an outlet to get the message about violence and its harm to society as a whole. The students will be able to take a thematic unit of violence and establish a connection with their everyday lives as well as explore multiple forms of writing while in the process.

The students will also be able to further their understanding of how to actively read a novel as well as monitor the progression of their work through the preparation of a well-organized portfolio. The importance of having the students submit a portfolio at the end of the unit is for them to be able to see the connection with all of the assignments that they were instructed to complete. The portfolio also allows for the students to build their confidence level and writing abilities by being able to see that they are capable of writing in multiple forms and with the goal of reaching multiple audiences.

The majority of the students have experienced some form of violence one way or another so this is a unit that they would be able to relate to and to actively engage themselves in with the literature as well as the writing and comprehension exercises that they will explore throughout the duration of the unit.

Unit Outline

The Faces of Evil – A Look into Adolescent Violence

Week 1 –

Day 1 (Introduction)

4 minutes: Attendance and Bell-work {“The main goal of the future is to stop violence. The world is addicted to it.” – Bill Cosby}

6 minutes: The students will complete a FreeWrite exercise as they watch the “Where is the Love?” music video by Black Eyed Peas (Appendix D). The students will follow the guidelines of the prompt written on the board {*List the types of violence that you witness during the video. Add any others that you can think of that may not have been displayed.*}

15 minutes: The students will be divided into three groups. Each group will have a large sheet of paper and a marker. The first group will be required to list things that lead to violence; the second group will list all the types of violence they can come up with; the third group will list possible solutions to violence. The students will go in order from group 1 to 3 and share the list with the rest of the class. The teacher will place the posters on a wall of the classroom for reference throughout the unit.

15 minutes: The teacher will introduce the thematic unit and give the students an idea of the texts that they will be covering over the next few weeks. As the teacher is speaking, they will be passing out a copy of *The Outsiders* to each of the students, explaining to them that this will be the central text of the unit, and the basis of their theme. The teacher will also hand out the Reader’s Journal Outline (Appendix E) and explain to the students that most of their reading will be done at home and they will be required to keep a continuous record and bring it to class every day.

5 minutes: The students will be instructed to take some time and write out their thoughts on what the novel is going to be about from the cover. The students will be instructed to keep their books closed to prevent reading ahead. The students will be instructed to keep this writing for reference later.

5 minutes: (Closure) Exit ticket - Refer to the Bell-work quote and ask the students to write down what they feel is the biggest violence addiction that the world suffers from. Inform the students that they can pull from the lists for the activity earlier or write down whatever comes to mind. Homework – Students will be instructed to read the first chapter and begin their Reader’s Journal Outline.

Day 2

4 minutes: Attendance and Bell-work {“Violence isn’t always evil. What’s evil is the infatuation with violence.” – Jim Morrison}

6 minutes: The teacher will hand out the Portfolio Checklist (Appendix F) and the PSA Instructions (Appendix G) that will both be due at the end of the unit. The teacher will go over the instructions and inform the students that they need group member names (if they choose to work in a group for the PSA) by **Day 5** of the unit plan.

15 minutes: The teacher will ask for a volunteer to write on the board as the scribe. The class will complete a KWL chart together based on what they read for the first chapter.

10 minutes: The teacher will ask the students if they have been exposed to cliques or gangs in and out of school. The teacher will encourage the students to elaborate on the stereotypes associated with the particular cliques and/or gangs.

10 minutes: Teacher will pose the questions – *Is there a difference between cliques and gangs? Is one worse than the other? Explain and defend your position.* The students will delve into the differences of the two and discuss whether or not one takes precedence over the other.

5 minutes: (Closure) There will be no exit ticket for today. Homework – Students will be instructed to read the second chapter and reminded about the Reader’s Journal.

Day 3

4 minutes: Attendance and Bell-work {“It is the failing of youth not to be able to restrain its own violence.” – Lucius Annaeus Seneca} Students will be instructed to write down their thoughts after reading this quote.

15 minutes: The teacher will ask the student that scribed for the previous KWL to select someone to complete a new KWL chart for the second chapter on the board. Teacher will ensure that the students mention the new characters, Marcia and Cherry, and also Ponyboy’s conversation with Cherry. *What problems could the Socs be facing that Cherry speaks of?*

10 minutes: Teacher and students will discuss the setting of the novel and the impression that it gives them. The students will need to include what they have read from the novel that supports their beliefs.

6 minutes: Teacher will introduce the students to the 1960s and some of the slang used, music listened to, etc. Teacher will describe the small group project that the students will be responsible for presenting on **Day 10** of the unit. (Appendix H) Teacher will have pre-made groupings for the students and announce to them who their partners are for the project.

10 minutes: Teacher will play the YouTube video of “Mean Girls – Groups” The teacher will hand the students the Venn Diagram worksheet (Appendix I) and have the students complete it by the end of the class period. They will be responsible for highlighting the similarities and differences of the cliques in the video and the ones they experience at school; encourage the students to draw on the previous day’s discussion.

5 minutes: (Closure) Exit ticket – The students will each hand in the Venn Diagram (Appendix I) that they have completed. Homework – Students will be instructed to read the third chapter of *The Outsiders* and reminded about the Reader’s Journal.

Day 4

4 minutes: Attendance and Bell-work {“Violence and arms can never resolve the problems of men.” – Pope John Paul II} Students will be instructed to write their views of how this quote

relates to the fights between the Socs and the Greasers based on what we learn about their problems from chapter three.

15 minutes: The teacher will ask the student that scribed for the previous KWL to select someone new to complete a new KWL chart for the third chapter on the board.

10 minutes: The teacher will ask the students to elaborate on what they think of the internal issue that is going on between Ponyboy and his brother, Darry. The students will discuss whether or not they think Ponyboy and Johnny are going to run away.

6 minutes: Teacher will instruct the students to pretend that they were either Ponyboy or Cherry for the next assignment. Explain to the students that if they select to be Ponyboy then they are to write a letter to Darry explaining why he is going to run away. For the students that select Cherry, they will be responsible for writing a diary entry about her encounter with Ponyboy and how it made her feel.

10 minutes: The teacher will give the students time to work on their writing assignment. The students will be informed that this assignment will need to be included in their final portfolio and should be typed by the time of submission.

5 minutes: (Closure) There will be no exit ticket for today. Homework: Students will be instructed to read the fourth chapter of the novel and reminded about the Reader's Journal.

Day 5

4 minutes: Attendance and Bell-work {"Revenge only engenders violence, not clarity and true peace." – Sandra Cisneros} Students will be instructed to write their views of the quote and provide an example.

1 minute: The teacher will place a note card face down on each student's desk. The note card will either say SOCS or GREASERS.

15 minutes: Discussion on the differences between the Socs and the Greasers. The teacher will use the white/instruction board to record and make a chart of the discussion. *What are the differences between the East and the West? Similarities? How does the location of the characters contribute to their actions?*

5 minutes: The teacher will instruct the students to flip over their note cards. The SOCS will be asked to congregate on one side of the room and the GREASERS will be directed to the other side. The teacher will explain to the students that their task is to select a scene from the text that demonstrates the divide between the two groups most effectively.

10 minutes: Give the students time to work and rehearse their miniature skit.

10 minutes: Allow each of the groups to present their role playing skit. Discuss with the class how they are effective or ineffective. *What makes this scene important? What does it say about the differences between the East and the West?*

5 minutes: (Closure) Exit ticket – The students will hand in a paper with the names of their group members for the PSA project. (1 page per group with all names on it) Homework: Students will be instructed to read the fifth chapter of the novel and reminded about the Reader's Journal.

Week 2

Day 6

4 minutes: Attendance and Bell-work {"Violence is a tool of the ignorant." – Flip Wilson} Students will be instructed to write their views of this quote.

15 minutes: The teacher will ask the student that scribed for the previous KWL to select someone new to complete a new KWL chart for the fifth chapter on the board.

16 minutes: The teacher will instruct the students to break into groups of seven students. If there is an overflow we will determine whether to have a smaller group or larger groups. Teacher will hand out the Literature Circles packet (Appendix J) to each group and go over each role with the students. The students will be informed that they will be working on these during the next class period, but there was preparatory work that needs to be completed for homework. The students are responsible for selecting their own roles within their groups.

10 minutes: The students will be asked to take out a sheet of paper. The teacher will ask them to do a reader response on what they have read so far and what they have learned about the gang/cliqye aspect of violence. The students will be informed that this will eventually need to be typed for the portfolio.

5 minutes: (Closure) There will be no exit ticket for this class period. Homework: The students will be instructed to complete their homework portion of the literature circles, read the sixth chapter, and reminded about the Reader's Journal.

Day 7

4 minutes: Attendance and Bell-work {"I maintain that nothing useful and lasting can emerge from violence." – Shirin Ebadi} Students will be instructed to write their thoughts on the quote.

15 minutes: The teacher will ask the student that scribed for the previous KWL to select someone new to complete a new KWL chart for the sixth chapter on the board.

1 minute: The teacher will instruct the students to get into their literature circle groups.

25 minutes: The students will work in their groups on their literature circles. The teacher will informally assess and walk around assisting each group with completion and answering questions.

5 minutes: (Closure) Exit ticket: Each group will turn in their completed packet for their literature circle. Homework: Students will be asked to think about their definition of a hero. The students will be instructed to read the seventh chapter and reminded about the Reader's Journal.

Day 8

4 minutes: Attendance and Bell-work {"Hard times don't create heroes. It is during the hard times that the 'hero' within us is revealed." – Bob Riley} The students will be instructed to write their thoughts on the quote.

15 minutes: The teacher will ask the student that scribed for the previous KWL to select someone to complete a new KWL chart from the seventh chapter on the board.

2 minutes: The teacher will count off the students in the class by 3's; for example

1...2...3....1...2....3...etc.

4 minutes: The teacher will explain that the 1's are going to be responsible for arguing that Johnny and Ponyboy are heroes; the 2's will argue that they are delinquents; and the 3's will

serve as the jury. They will be informed that each group will have 4 minutes to present their argument and then the jury will have 2 minutes to make a decision.

10 minutes: The teacher will inform the students that they have ten minutes to work as a group and prepare their argument. The teacher will assist each group in finding citations from the text to use. The jury will also have a discussion of things to look for in the arguments.

10 minutes: The groups will present their arguments and the mock debate will presume. It will end with the jury making the final decision on whether or not Johnny and Ponyboy can be considered heroes.

5 minutes: (Closure) There will be no exit ticket for this class period. Homework: The students will be instructed to bring their materials for their 1960's presentation to class to work on them, read the eighth chapter of the novel and reminded about the Reader's Journal.

Day 9

4 minutes: Attendance and Bell-work {"Forgiveness is a virtue of the brave." – Indira Gandhi} The students will be instructed to write their thoughts on the quote in relation to the text.

15 minutes: The teacher will ask the student that scribed for the previous KWL to select someone to complete a new KWL chart from the eight chapter on the board.

10 minutes: The students will do a quick free-write on what they feel is going to happen with the upcoming brawl between the Socs and the Geasers.

16 minutes: The students will be given an opportunity to get with their groups and work on their presentation for the following class period. The teacher will be available to assist and help with any issues that may arise.

5 minutes: (Closure) Exit ticket: The students will turn in their free-write as their ticket out the door. Homework: The students will be instructed to finish their presentations for tomorrow, read the ninth chapter, and reminded about the Reader's Journal.

Day 10

4 minutes: Attendance and Bell-work {"If a man consults whether he is to fight, when he has the power in his own hands, it is certain that his opinion is against fighting." – Horatio Nelson} The students will be instructed to write their thoughts on the quote.

41 minutes: PRESENTATIONS with questions and constructive criticism from the teacher and students.

5 minutes: (Closure) There will be no exit ticket for this class period. Homework: The students will be instructed to read the tenth chapter and reminded about the Readers Journal.

Week 3

Day 11

4 minutes: Attendance and Bell-work {What types of violence have you experienced in school?} The students will be instructed to answer the question in their Daily Journal.

15 minutes: The teacher will ask the student that scribed for the previous KWL to select someone to complete a new KWL chart on the board.

16 minutes: The teacher will hand out a copy of the Article from the Associated Press (Appendix A) to the students in the class and give them time to read the article.

10 minutes: The teacher and students will have a discussion to determine what type of violence this is as well as who is to blame for the suicide in the article. The teacher will point out the facts and quotes that are mentioned in the article to make it a credible source and impact the thought process of the reader. The teacher will inform the students that this is a part of the portfolio and will need to be typed.

5 minutes: (Closure) There will be no exit ticket for this class period. The students will be instructed to write an article that includes quotations from the text about an event that stood out to them in the novel so far. The students will be informed that the next class period will be used as a reading day.

Day 12

4 minutes: Attendance and Bell-work {Write about the progress of your PSA project.} Students will be instructed to write on the topic.

41 minutes: Students will be allowed to read the next chapter and the short story “The Bully” (Appendix B). Teacher will also be taking this time to read so as to act as an example for the students.

5 minutes: (Closure) There will be no exit ticket for this class period. Homework: The students will be instructed to read the last chapter of the novel and reminded about the Reader’s Journal. The students will also need to type a page comparing and contrasting “The Bully” with *The Outsiders* for their portfolio.

Day 13

5 minutes: Attendance and Bell-work {“When I stepped out into the bright sunlight from the darkness of the movie house, I had only two things on my mind: Paul Newman and a ride home.” – *The Outsiders*} Students will be instructed to write on the quote and their final thoughts about the novel.

15 minutes: The teacher will ask the student that scribed for the previous KWL to select someone to complete the final KWL chart on the board.

10 minutes: The teacher leads a discussion on the effects that the violence in the novel affected everyone and not just the individuals directly involved. The teacher brings out to the students that school shootings and campus violence acts in the same way.

5 minutes: The teacher shows the students the YouTube video of “Stole” – Kelly Rowland.

10 minutes: The students discuss the overall message of the song. With the help of the lyrics (Appendix D) the students also point out specific words and phrases that Kelly Rowland uses to deliver the message. The teacher wraps up the discussion by informing the students that the PSA’s that they are working on should aim to do the same thing; deliver a message to its audience.

5minutes: (Closure) There will be no exit ticket for this class period. The students will be informed that the next two classes will meet in the computer lab and that the students will need

to bring the materials that they need for their PSA. Homework: The students will be given the poem “Gone. A School Shooting” (Appendix C) and asked to analyze the poem and write a page on the message behind it for their portfolio.

Day 14

2 minutes: The teacher will ensure that each group has a working computer and will explain to the students that they only have today and tomorrow to work on their PSA’s in the classroom so they need to use their time wisely.

46 minutes: The students will be allowed to research and use the computer software to create their PSA’s with their small groups. This would also be a time for questions regarding the novel or the portfolio.

2minutes: (Closure) There will be no exit ticket for this class period. Remind the students that the next period will be back in the lab and that their portfolios are due by **Day 20**. Homework: The students will be instructed to work on their PSA’s.

Day 15

2 minutes: The teacher will ensure that each group has a working computer and will explain to the students that they only have today and tomorrow to work on their PSA’s in the classroom so they need to use their time wisely.

46 minutes: The students will be allowed to research and use the computer software to create their PSA’s with their small groups. This would also be a time for questions regarding the novel or the portfolio.

2minutes: (Closure) There will be no exit ticket for this class period. Remind the students that the next period will be back in the lab and that their portfolios are due by **Day 20**. Homework: The students will be instructed to work on their PSA’s.

Week 4

Day 16-20 The class periods for this week will be allotted to the presentation of the PSA’s. The students will also be watching “The Outsiders” when they aren’t presenting.

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Youtube (October 3, 2009). Kelly Rowland: Stole (music video) Retrieved on April 7, 2010 from, <http://www.youtube.com/watch?v=5o01uU7OdnQ>

http://abcteach.com/directory/basics/reading/literature_circles/

<http://www.brainyquote.com>

Appendices

Appendix A

Materials

Novel:

Hinton, S.E. *The Outsiders*

Short Stories:

Pockett, Graham "The Bully"

Poems:

Maynard, Lori S. Gone. A School Shooting

Songs:

Black Eyed Peas "Where is The Love?"
Rowland, Kelly "Stole"

Videos:

YouTube Black Eyed Peas – Where is the Love? (music video)
YouTube Kelly Rowland – Stole (music video)
YouTube Mean Girls – Groups (movie clip)

Articles:

Associated Press "Mom: MySpace Hoax Led to Daughter's Suicide"

Movies:

Coppola, Francis Ford "The Outsiders"

Appendix B

Short Stories

“The Bully” – Graham Pockett

I was scared.

The threat was real, very real, but this wasn't the first time I'd been in danger.

I can see him even now. George, the big fat aggressive lout, the school bully. Ranked by four confederates, he preyed on weaker students, abusing his strength with aggression, building his ego on the shattered remains of his victims.

For months I watched him and his cronies pick on younger boys, separating them from their friends and beating them up.

I knew what they were doing – I and everyone else at the school – but they were left to rampage in peace, no-one standing up to their truculent tactics as they savaged with apparent immunity.

We were all equally guilty – guilty as George and his fellow perpetrators. We should have stood up to them collectively, nipped their aggression in the bud, put them in their place. The longer we stood back and accepted their behaviour and the longer they were able to rage throughout the school, the stronger they became.

The five toughs came for me one winter's morning. I'd been smoking an illicit cigarette in the middle of the school oval behind a masking curtain of fog that hid all but the intermittent red glowing points of nearby smokers.

Big George and his four outrigging cronies loomed out of the fog, swaggering aggressively as they'd formed a crescent of belligerency.

"Keith, you four-eyed toad," the bully said. "It's your turn."

Such simple words, so much unsaid. I didn't need any further explanations; I'd seen others after they'd had their 'turn'. It hadn't been a pretty sight.

Tactics used were invariably foul: a knee to the groin; two holding while George hammered the victim with massive meaty fists; the boot going in while the unfortunate was writhing in agony on the ground. No blow too cruel, no technique too crude.

They were artists in this field, artists of hate. In time they would have inevitably progressed beyond schoolyard aggression, sinking lower into the anti-social mire of the criminal underworld. They'd never be leaders, just thugs. They'd been well schooled in this art.

To say I was scared of the imminent attack would have been an understatement – I was petrified. Overshadowed by five leering thugs, I knew that even in a fair fight I couldn't possibly win.

This underweight pre-adolescent David had been facing five physically mature Goliaths – five louts who tried to be rogues.

The fog swirled around us, isolating our little group. It was immaterial whether anyone else on that oval knew of the intended attack. Prior intimidation had ensured privacy.

I sweated in the still cold air, knowing what was waiting for me, wondering why he didn't just lash out and ended this mockery, this teasing.

I hadn't realised then that he'd had to work himself into a frenzy so he could just hit, and hit, and hit. He liked hitting, but needed the frenzy, the bloodlust.

"What's up, Toad? Don't ya want ya pretty face all smashed up? Bet yer shittin' yerself. Ain't ya?" A cloud of halitosis-soured steam was ejected towards me. It was bitterly cold that mid-winter's morn, but only the fog and the steam registered on my numbed, frightened brain.

"Why don't you leave me alone? Go annoy someone else." I took a last puff on the butt and dropped it at my feet.

"You throwin' your butts at me, Toad Face?" he snorted, searching for any excuse to start hitting. I didn't want to give him an excuse.

He stood there warlike; hands on hips, wearing his ill-fitting school uniform like a grey cloak of rags. Stomach fat erupted through ragged holes in his once-white singlet, apparent through the gaping shirt that was held together by two straining buttons.

"Don't be silly, just dropped it at my feet," I whined, not at all mentally prepared for the inevitable assault.

"Don' call George 'silly', Four Eyes," one of his cronies piped up. "Or I'll flatten yer me self. C'mon George, give the twerp a hiding an' let's piss orf. Too bloody cold down here with this shit," he added with a snarl.

"You call me silly, did ya? Bloody pansy. An' ya can run to the teachers all ya like, see. I ain't 'fraid of them. Bloody poofers."

I'd never even wondered why school authorities put up with him, never even thought that they too might have found this overbearing lump of flesh a little too much to handle. School fights happened; sometimes students went home a little worse for wear. Probably nowadays the parents would sue the school, but in those days...

"Didn't call you silly, just said I didn't throw the butt at you."

I was answered by a heavy push in the chest, the first sign of physical violence. Staggering back, it was followed by another from the aggressive George. He stepped back up to me, face-to-face, leering, the four henchmen close beside, crowding me.

"Won't ya stay and fight?" He spat little flecks of spittle at me but I dared not acknowledge them. "Bloody little coward."

He'd been right; I was a coward, so scared I couldn't run, even if I wanted to, even if there'd been somewhere to go. Inside, the-little-boy-who-was-me quaked in abject fear. I silently choked back sobs, fighting to hold back tears of terror. The panic controlled me; I stood dumb before my tormentors, cowed.

Again the palms of his massive hands stabbed at my chest and, again, I staggered back. I felt the impact of his hands long after they'd arrogantly returned to his hips.

The five bravados closed back up on me as we danced further away from the futile protection of the school buildings and deeper into that ghostly shroud.

I felt my grip on reality slipping further and further away. My only consolation, that the fog prevented my defeat being witnessed, from others seeing my shame.

Not that George and his mates wouldn't let everyone know how well, or poorly, I took the hiding. There was a certain perceived honour in taking your licking 'like a man'.

I hadn't felt like a man, and had been sure there was little honour in George.

However, I couldn't hide behind a curtain of fog for the rest of my life. It had been time to stop the hopeless sparring. It had to be all or nothing. I preferred nothing.

"George," I started uncertainly, but from nowhere an idea rushed into the vacuum of my mind. I had no confidence in my intended ploy, but anything had been worth a try. I doubt anything I said then could have added to the impending hiding.

Putting on a brave face, I firmed my voice and looked the outsized buffoon in the eye.

"I know you can beat me, don't doubt it at all." The tremolo in my voice betrayed the confidence I tried to engender. "But George," I added, "just remember one thing. When I hit the ground, so too will your front teeth. I'll get one punch in – you know I will – and that punch will be directed right for your front teeth. Is beating me up worth losing your front teeth?"

I was being optimistic: secretly I doubted even that one punch; doubted even if delivered I could have knocked out any of his teeth.

I'd been all bluff. Maybe I still am.

The reaction from the overweight George was almost comical. Suddenly it was the bully who backed off, looked lost, looked everywhere but at his bewildered compatriots or me.

"Er... er..." he stammered. "You're not worth the effort, little toadying pansy like you. Wouldn't waste me spit on ya. Garn, piss orf, piss orf before I changes me mind and pounds the shit out of ya." His command of the English language was on par with his courage.

Now I was the one standing aggressively, hands on hips, watching the fast disappearing forms of the bullies as they beat a hasty retreat into the swirling fog. Cocky in my arrogance, I spat a final farewell at the wet grass behind them.

It had been the most rewarding victory of my life, standing there on that field of honour, knowing I had vanquished the mighty, invincible George.

I wanted to shout it out to the rest of the school, but that murky cloak of swirling cloud had hidden George's defeat from everyone – and who would have believed someone like me? Everybody knew I couldn't beat the bruising George...

Everybody.

My mind switched off that recollection, jumped 40 years to the present, to the here-and-now.

I was sitting nervously at a sombre business dinner.

Corporate heavyweights surrounded me, trying to bend me to their will. Tatty school uniforms were replaced with immaculately tailored business suits, halitosis with the sweet aroma of expensive cuisine, the overt threat of violence with an undercurrent of raw power. Things hadn't changed.

As before, I was the underdog, the potential victim. These smiling men were planning on beating me far worse than the luckless George could ever have imagined.

Here I was fighting for my life, my business life, and for the future of my family and myself.

I could lose everything. I felt too old to start again.

These smiling piranhas had planned on chewing me up and spitting out the bones. I had come to a moral and financial crossroad in my life, and it was time to either stand up and fight their smirking aggression, or lie down and die like a dog.

I thought again of George the bully, remembering how quickly he'd collapsed after my assertive stance.

Clearing my throat, I looked squarely at their arrogance.

"Gentlemen," I began, an idea rushing into the vacuum of my mind...

Appendix C

Poems

Gone. A School Shooting – Lori S. Maynard

About the Virginia Tech murders of April 16, 2007

Nor'easter blowing 'long the coasts
Stirring faint and forgotten ghosts.
Spring on pause as Winter rewinds
Leaving us bewildered in our minds.

April snows tumbling and cherry noses
Merge in the brisk air that God proposes
To give us life – yet within this very hour,
The air is gone...life fades without power.

Within Virginia – hallowed school halls
Noises erupt where student life falls.
End to end – campus covered in fear.
Ricochets echo as gunman draws near.

Shaky cell video revealed the war
Erupting on the campus – native shore.
A new terror arisen on this April Sixteen...
Noises made up for what could not be seen.

Virginia Tech on lockdown – soosh, be still.
Lay silent in your dorm away from window sill.
Pop – pop – pop...those noises, leave my head!
Hard to believe they say 31 are now dead...

Gunman now silenced as bodies are cleared.
Young students traumatized...they ask, “Why here?”
The deadliest school shooting now belongs
To Virginia Tech – silenced are the mountain songs.

Just four days until the anniversary of Columbine
And the nation falls to shock – watching one more time
As young adults falter in the belief they are invincible
For anger rises in those – so quiet...and invisible.

Invisible no more...their legacies will carry on...
Their violence unmatched...their sanity...gone.

Appendix D**Song Lyrics****“Stole” – Kelly Rowland**

He was always such a nice boy
The quiet one
With good intentions
He was down for his brother
Respectful to his mother
A good boy
But good don't get attention
One kid with a promise
The brightest kid in school
He's not a fool
Reading books about science and smart stuff
It's not enough, no
Cause smart don't make you cool, whoa

He's not invisible anymore
With his Father's 9 and a broken fuse
Since he walked through that Classroom door
He's all over primetime news

Mary's got the same size hands
As Marilyn Monroe
She put her fingers in the imprints
at Mann's Chinese Theatre show
She could've been a movie star
Never got the chance to go that far
Her life was stole
Now we'll never know

No no no no oh

They were crying to the camera
Said he never fitted in
He wasn't welcomed

He showed up to the parties
He was hanging in
Some guys was puttin' him down
Bullyin him round round
Now I wish I would've talked to him
Gave him the time of day not
turn away
If I woulda been the one to maybe go this far
He might have stayed at home
Playing angry chords on his guitar

He's not invisible anymore
With his baggy pants and his legs in chains
Since he walked through that classroom door
Everybody knows his name

Mary's got the same size hands (Oh)
As Marilyn Monroe
She put her fingers in the imprints (Ooh)
at Mann's Chinese Theatre show
She coulda been a movie star (She coulda been a movie star, oh)
Never got the chance to go that far
Her life was stole, ohh
Now we'll never know
(Now we'll never know, oh)

Greg was always getting net from 20 feet away (20 feet away)
He had a try out with the Sixers
Couldn't wait for Saturday (Saturday)
Now we're never gonna see him slam
Flying high as Kobe can
His life was stole (Stole)
Oh now we'll never know

Now we'll never never never know
Mmm now we'll never never never never know
Stole (Stole)
Oh whoa yeah yeah yeah yeah yeah yeah

Mary's got the same size hands (Same size hands)
As Marilyn Monroe (Oh)
She put her fingers in the imprints
At Mann's Chinese Theatre show (She was gonna be a star)
She coulda been a movie star (Oh no)
Never got the chance to go that far (Never got the chance)
Her life was stole (Stole, stole)
Oh now we'll never know
(Now we'll never never know, no)

Greg was always getting net from 20 feet away (He had game, oh)
He had a try out with the Sixers
Couldn't wait for Saturday
Now we're never gonna see him slam (Never see him)
Flying high as Kobe can
His life was stole (Stole, oh)
Oh now we'll never know
(Now we'll never never know)

Oh no no no
Yeah their lives were stole
now we'll never know
Stole Stole Stole
We were here all together yesterday
Stole stole stole

"Where Is The Love?" – Black Eyed Peas

What's wrong with the world, mama
People livin' like they ain't got no mamas
I think the whole world addicted to the drama
Only attracted to things that'll bring you trauma
Overseas, yeah, we try to stop terrorism
But we still got terrorists here livin'
In the USA, the big CIA
The Bloods and The Crips and the KKK
But if you only have love for your own race
Then you only leave space to discriminate

And to discriminate only generates hate
And when you hate then you're bound to get irate, yeah
Madness is what you demonstrate
And that's exactly how anger works and operates
Man, you gotta have love just to set it straight
Take control of your mind and meditate
Let your soul gravitate to the love, y'all, y'all

People killin', people dyin'
Children hurt and you hear them cryin'
Can you practice what you preach
And would you turn the other cheek

Father, Father, Father help us
Send some guidance from above
'Cause people got me, got me questionin'
Where is the love (Love)

Where is the love (The love)
Where is the love (The love)
Where is the love
The love, the love

It just ain't the same, always unchanged
New days are strange, is the world insane
If love and peace is so strong
Why are there pieces of love that don't belong
Nations droppin' bombs
Chemical gasses fillin' lungs of little ones
With ongoin' sufferin' as the youth die young
So ask yourself is the lovin' really gone
So I could ask myself really what is goin' wrong
In this world that we livin' in people keep on givin'
in
Makin' wrong decisions, only visions of them dividends
Not respectin' each other, deny thy brother
A war is goin' on but the reason's undercover
The truth is kept secret, it's swept under the rug
If you never know truth then you never know love

Where's the love, y'all, come on (I don't know)
Where's the truth, y'all, come on (I don't know)
Where's the love, y'all

People killin', people dyin'
Children hurt and you hear them cryin'
Can you practice what you preach
And would you turn the other cheek

Father, Father, Father help us
Send some guidance from above
'Cause people got me, got me questionin'
Where is the love (Love)

Where is the love (The love)
Where is the love (The love)
Where is the love (The love)
Where is the love (The love)
Where is the love, the love, the love?

I feel the weight of the world on my shoulder
As I'm gettin' older, y'all, people gets colder
Most of us only care about money makin'
Selfishness got us followin' our wrong direction
Wrong information always shown by the media
Negative images is the main criteria
Infecting the young minds faster than bacteria
Kids wanna act like what they see in the cinema
Yo', whatever happened to the values of humanity
Whatever happened to the fairness in equality
Instead of spreading love we're spreading animosity
Lack of understanding, leading lives away from unity
That's the reason why sometimes I'm feelin' under
That's the reason why sometimes I'm feelin' down
There's no wonder why sometimes I'm feelin' under
Gotta keep my faith alive till love is found
Now ask yourself

Where is the love?

Where is the love?
Where is the love?
Where is the love?

Father, Father, Father help us
Send some guidance from above
'Cause people got me, got me questionin'
Where is the love?

Sing wit me y'all:
One world, one world (We only got)
One world, one world (That's all we got)
One world, one world
And something's wrong wit it (Yeah)
Something's wrong wit it (Yeah)
Something's wrong wit the wo-wo-world, yeah
We only got
(One world, one world)
That's all we got
(One world, one world)

Appendix E

Reader's Journal Outline

Name: _____

Text: _____

Reference/quotation and Chapter/page #

Metacognitive Response (your thoughts)

Reference/quotation and Chapter/page #	Metacognitive Response (your thoughts)

Appendix F

Portfolio Checklist

Name: _____

Theme: _____

_____ **Bell-Work (100 points):** Every class period, you are responsible for writing down the bell-work and completing a short response on your thoughts after reading it. Each bell-work activity for this unit is worth one point to make a grand total of 100 points. (5 points/day; 4-week unit; 100 points total)

_____ **Reader's Journal (100 points):** As you complete the reading of the text, record quotes and/or passages that spark your interest or pose questions in your mind. Include the chapter and page number for each citation on one side of the form. On the other side, write out your thoughts that coincide with each citation.

_____ **Ponyboy/Cherry Write (25 points):** Include either a letter from Ponyboy to Darry that explains why he is running away and what he plans to do with himself or a diary entry from Cherry reflecting on her first encounter with Ponyboy and her feelings.

_____ **Reader Response (25 points):** You are responsible for this midpoint reflection of what you have read and learned so far regarding the novel and concepts. Be specific and include examples of things learned and realized while reading.

_____ **Literature Circles (50 points):** Each of the members within your group will receive a complete packet of all of the parts of the literature circle. This packet needs to be included in your portfolio to receive the full amount of points.

_____ **News Article (50 points):** You will complete an article based on a major event or turning point of *The Outsiders*. The article will need to include direct quotations from the text and present the information in an unbiased manner.

_____ **Poetry Analysis (25 points):** You will be required to analyze a poem and prepare a page on the message behind the poem. Be sure to include the mention of tone, language, and other devices as well as citations from the poem itself.

_____ **Story Analysis (25 points):** You will be required to compare and contrast a short story to *The Outsiders*. Answer the questions: How are they similar? Different? How do the characters mirror each other? Is there a universal stereotype of a bully? If so, what is it?

Appendix G

PSA (Public Service Announcement) Instructions

Public Service Announcement: A digital representation

Throughout this unit, “The Faces of Evil: A Look into Adolescent Violence”, we have discussed and explored different types of violence and what they look like. Either individually or in pairs (groups of two) create a public service announcement for the type of violence of your choice. If you are selecting a type of violence that hasn’t been covered in class, it must be approved by the teacher in advance. In your PSA be sure to include a visual representation of the violence as well as methods of getting help and assistance.

Be creative when delivering the message!

Appendix H

1960s Handout

Directions: In groups of 3 or 4, select one of the following categories of the 1960s to further research and prepare a presentation for the class. Some type of visual representation is required.

Evaluation: You will be assessed on timeliness and your overall presentation and knowledge of the selected category. The visual representation must be neat, organized, and creativity. Each of the group members must actively participate in the actual presentation.

Language:

A Gas

A lot of fun.

All show and no go.

Referenced to a car that had all the pretty chrome goodies, but wouldn't get out of its own way.

Bad

Awesome.

Badass

A tough guy. A guy you really don't want to mess with.

Bag

To Steal. Example: Who bagged my towel? ; also see Score
Also; "What's your bag" meaning what's your problem or where are you coming from.

Blitzed

Drunk

Cruising

Driving up and down the same street looking for races, girls, guys, etc.

Deuce

A 1932 Ford. As in, "She's my Little Deuce Coupe, you don't know what I got".

Dude

In the 60's, a dude was a geek or a panty waist.

Pad

Someone's house. Example: There wasn't much to do so we all hung out at John's pad, drank Cokes and listened to records.

Thongs

In the 60's, thongs were something you wore on your feet.

Music:

Beatles

Elvis Presley

Chubby Checker

The Everly Brothers

Frank Sinatra

Movies:

Psycho

The Alamo

The Time Machine

The Magnificent Seven

News Headlines from 1960s:

Kennedy Wins Presidency, Democrats Sweep Congress

Two White Public Schools are the First to Integrate

Russian Astronaut Yuri Gagarin First Man in Space Circles Globe

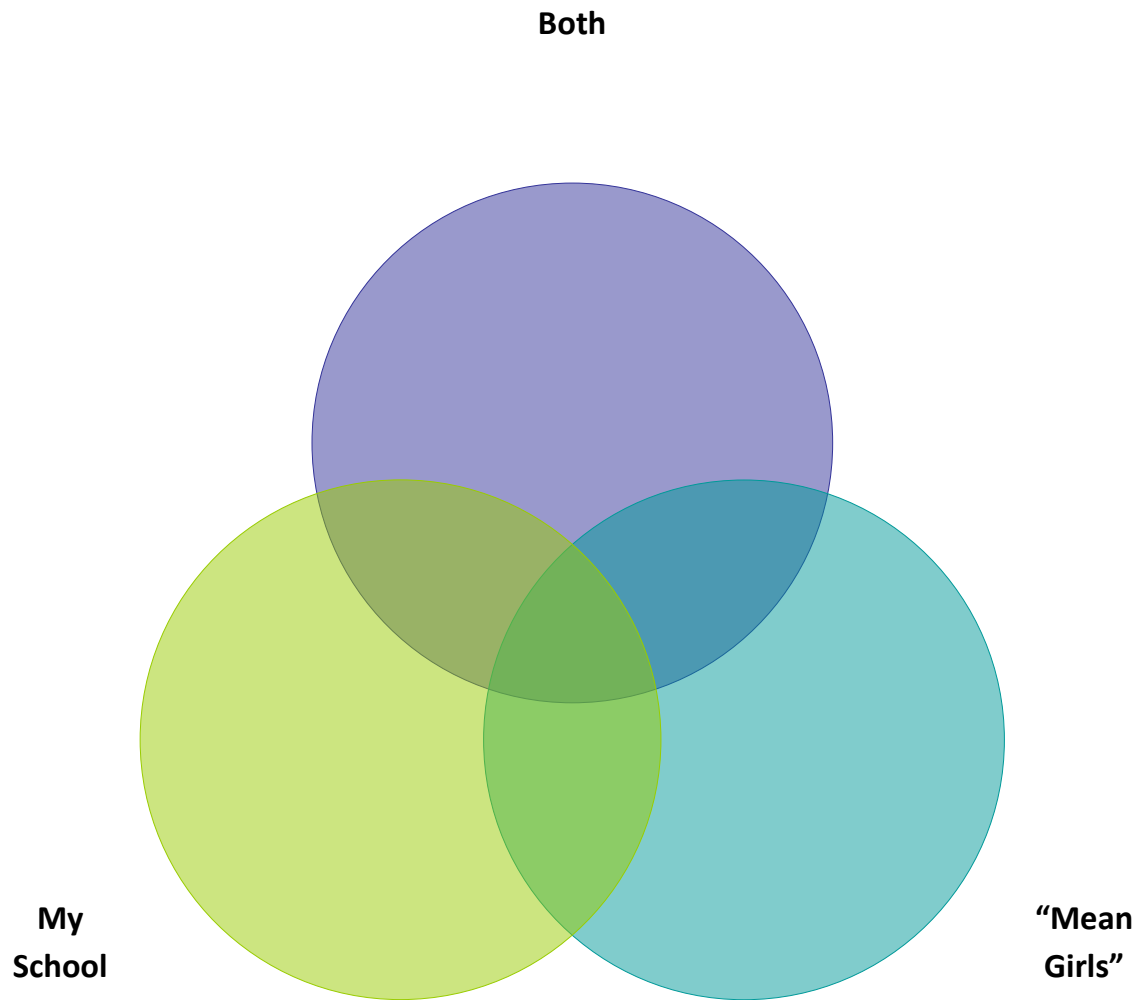
East Germans Build Berlin Wall, Tensions Rise

Yo-Yos Become National Craze

Appendix I

Venn – Diagram on Cliques

Name: _____



Travel Tracer-Literature Circles

Name: _____ Book: _____

Date: _____ Assignment: _____

Travel Tracer: In a book where characters move around a lot and the scenes change frequently, it is important for everyone in your group to know where things are happening and how the setting may have changed. Even if the scenery doesn't change much, the setting is still a very important part of the story. Your job is to track where the action takes place. Describe each setting in detail, either in words or with a picture map that you can show and discuss with your group. Be sure to give the page numbers.

Where the action begins:

Where the key events happened:

Where the events ended:

Vocabulary Enricher-Literature Circles

Name: _____ Book: _____
Date: _____ Assignment: _____

Vocabulary Enricher: Your job is to look for a few important words in your reading. If you find words that are puzzling or unfamiliar, mark them down on this page while you are reading. Later, you can look them up in a dictionary and write down their definitions. You may also find words in the reading that are significant to the story. Mark these words too, and be ready to point them out to the group. When your circle meets, help members find and discuss the words.

Pages and Paragraph Word Definition

Discussion Director-Literature Circles

Name: _____ Book: _____
Date: _____ Assignment: _____

Discussion Director: Your job is to write a list of questions that your group might want to discuss about this part of the book. The best questions will come from your own thoughts, feelings, and ideas about this section of the book. You also need to write your own answers to these questions.

Questions:

1. _____

2. _____

3. _____

4. _____

5. _____

Sample Questions:

What was going through your mind when you read this?

How did you feel when...?

Can someone summarize this section?

Did anything surprise you about this section of the book?

Predict something about the next section of the book.

Illustrator-Literature Circles

Name: _____ Book: _____
Date: _____ Assignment: _____

Illustrator: Your job is to draw some kind of a picture related to what you read in your section. It can be a sketch, cartoon, diagram, or stick figure scene. It can be about something that you read, something that the reading reminded you about, or an element of the story (plot, character, setting).

Presentation Plan: When the Discussion Director invites you to participate, you may show your picture without commenting on it, and let the others in your group individually guess what your picture means. After everyone has had a turn to guess, it is your turn to tell them what your picture means, where it came from, or what it represents to you. You may make your picture on this sheet, or on a separate page.

Literary Luminary-Literature Circles

Name: _____ Book: _____

Date: _____ Assignment: _____

Literary Luminary: Your job is to choose a paragraph or sentences from the book to discuss with your group. Your purpose is to help other students by spotlighting something interesting, powerful, funny, puzzling, or important from the text. You can read parts aloud yourself, or ask another group member to read them. Include your reasons for picking the paragraphs or sections you did. Please record the page number and paragraph.

Paragraph and reason for choosing:

1. _____

2. _____

3. _____

4. _____

5. _____

Sunshine State Standards

LA.8.1.6.1 : The student will use new vocabulary that is introduced and taught directly.

LA.8.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text.

LA.8.1.6.5: The student will relate new vocabulary to familiar words.

LA.8.1.6.10: The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools.

LA.8.1.7.1: The student will use background knowledge of subject and related content areas, pre-reading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.

LA.8.1.7.2: The student will analyze the authors purpose and/or perspective in a variety of texts and understand how they affect meaning.

LA.8.1.7.5: The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text.

LA.8.1.7.6: The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections.

LA.8.1.7.7: The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems).

LA.8.2.1.1: The student will identify, analyze, and compare the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose.

LA.8.2.1.2: The student will locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction.

LA.8.2.1.3: The student will locate various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure and analyze how they contribute to mood and meaning in poetry.

LA.8.2.1.4: The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance.

LA.8.2.1.6: The student will compare literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme.

LA.8.2.1.5: The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence.

LA.8.2.1.8: The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written.

LA.8.2.2.3: The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting).

LA.8.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writers notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests.

LA.8.3.1.2: The student will prewrite by making a plan for writing that addresses purpose, audience, main idea, logical sequence, and time frame for completion.

LA.8.3.1.3: The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.

LA.8.3.2.1: The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience.

LA.8.3.3.2: The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing relationships among ideas.

LA.8.3.3.3: The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus).

LA.8.3.3.4: The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).

LA.8.3.4.3: The student will edit for correct use of punctuation, including commas, colons, semicolons, quotation marks, and apostrophes.

LA.8.3.4.4: The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and

irregular verbs, and pronoun agreement.

LA.8.3.4.5: The student will edit for correct use of subject/verb agreement, noun/pronoun agreement.

LA.8.4.2.2: The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information.

LA.8.4.3.1: The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, and supports arguments for the validity of the proposed idea with detailed evidence.

LA.8.5.2.1: The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by paraphrasing and/or summarizing.

LA.8.5.2.4: The student will research, organize, and effectively deliver speeches to entertain, inform, and persuade.

LA.8.6.2.4: The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.

LA.8.6.3.2: The student will demonstrate the ability to select and ethically use print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.